

DOCUMENT RESUME

ED 438 589

CS 510 255

AUTHOR Behar, Cara
TITLE The Effects of Classical Music on Listening Comprehension.
PUB DATE 2000-05-00
NOTE 117p.; M.A. Research Project, Kean University.
PUB TYPE Dissertations/Theses (040)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Elementary Education; *Instructional Effectiveness;
*Listening Comprehension; *Music; Special Education; Story
Grammar
IDENTIFIERS *Classical Music

ABSTRACT

A study determined the effectiveness of background classical music on listening comprehension. Nine special education students were read 10 different stories while music was either playing or not. They were asked the same four story element questions after each story. Results showed no significant differences between the two types of listening sessions. Raw scores indicated only a slight difference in the music settings. These differences were considered negligible for the purposes of this study. Contains 21 references and a table of data. Numerous story map responses (for both the music and no music settings) are attached. (Author/RS)

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The Effects of Classical Music on Listening Comprehension

By

Cara Behar

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Accepted
4/11/00
Robert J. Zimmerman

Presented in Partial Fulfillment of the Requirements for the Degree of
Master of Arts
Kean University
May, 2000

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Abstract

The purpose of this study was to determine the effectiveness of background classical music on listening comprehension. Nine special education students were read ten different stories while music was either playing or not. They were asked the same four story element questions after each story. The results showed no significant differences between the two types of listening sessions. Raw scores indicated only a slight difference in the music settings. These differences were considered negligible for the purpose of this study.

Acknowledgements

I would like to thank Dr. Mazurkiewicz for his support and guidance during this research project. I would also like to thank the professors in the reading department for their help throughout my master's program.

I would like to express my fond appreciation and love to my friends and family who supported me. To Gina Augello, it took us a while but we did. My deepest love to my husband, Mike, for his ongoing comfort and support through the good times and the hard times.

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Table I	Raw Scores of Story Map Responses
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"For more than 30 years, music has been cited as an effective means for improving attention span and attaining goals for learning disabled students." (Gilliland, 1957) In addition, research contends that the specific type of music can significantly increase the above skills even more.

A 1989 study by Derrick M. Kiger found that reading comprehension was higher in high school students when a certain type of music was played. This music was repetitive and had a narrow tonal range. (Kiger, 1989) This music has the same qualities as classical music. The study contends that the better comprehension scores were due to the higher concentration of the students listening to the low type of music. These students were not as distracted by the music itself as with high, non-repetitive music and not distracted by other sounds as with students studying in silence.

Classical music, as well as other aspects of a pleasant classroom, has also been shown to aid in memory enhancement. (Bucko, 1997) An increase in memory will have a positive effect on students recall of a story they have just listened to. The student will then be able to correctly answer comprehension questions with less difficulty.

Background music, when it is not overly stimulating, can provide for many pleasant experiences for students during the day. (Giles, 1991) In her article, Martha Giles talks about music that is not loud or jarring. This

type of music, to which classical music would be included, relaxes and quiets students, as well as provides them a little “lift” in the afternoon. All of these traits can only help to increase students’ comprehension of material that the teacher is going over.

There are many additional benefits to listening to music in school. Over 20 years of research has shown the “effectiveness of music in helping reduce anxiety, create a sense of belonging and self-esteem, reduce aggressiveness behavior and hyperactivity and increase attentiveness.” (Giles, 1991)

The benefits of music have been shown over and over in various research studies. Inappropriate bus behavior was even reduced when students were given the option to listen to music in exchange for good bus behavior. (McCarty, McElfresh, Risce, and Wilson, 1978)

There has been, however, research stating that although music is beneficial in some ways, it has not been shown to have educational value. Recently, the popular 1993 “Mozart” study was replicated. The original study done by University of California-Irvine researchers found that a “measured increase in intelligence was due to the direct facilitating action of Mozart’s music on the brain.” (The American Psychological Society, 1999)

The new study, done by researchers at Appalachian State University, found “no indication of a Mozart Effect.” (The American

Psychological Society, 1999) The researchers used the same materials and procedures as the previous study. They found the differences between the experimental groups to be insignificant, disproving the original study. The controversy still plagues researchers who attempt to find out the effects of music. What we do know, however, is that music has not been shown to be harmful in educational settings as long as the music is not loud and jarring.

"It is well documented that aesthetic education provides a variety of images that help make comprehension easier." (Lawton, 1987) There has been a big fight in education over recent years to keep the arts in the schools. The professionals have proved that studies in art, music, poetry, and dance have been successful in many aspects of a child's education. If this is true, why are we, as teachers, not trying to bring the arts into our daily lessons? Playing music in the classroom during a reading or math lesson should have the same effect on students that it does during music class.

Elementary school classrooms are covered with both auditory and visual stimuli that enhance learning. Students often rely on posters around the room for additional support. Those same stimuli can also be a distraction to many of those students. Even the sound of a fan or someone walking in the hallway can cause a child to lose focus.

This causes a great problem for teachers. When students are distracted and unfocused, they lose out on valuable class time. These students often focus on something else and lose concentration. The lesson is then a loss for the student.

There has been years of research supporting the use of music in the classroom. Music has been shown to increase both concentration and comprehension. The issue has recently been controversial and researchers are trying to prove what effects classical music has on learning.

Hypothesis

Classical music will not enable students to comprehend a story being read to them with greater accuracy than when the music is not on in the classroom.

Procedure

Nine third and fourth grade students in a self-contained special education class in a public, elementary school were used for this study. The school is a K-5 school in North Plainfield, New Jersey. The town is a lower class suburban community.

Ten random days over a month's time were utilized for reading stories to the students. On five of the days there was classical music

playing softly in the background and on the other five days no music was played. There was no pattern to the days with and without music. After each story was read, the students responded to a series of comprehension questions. The questions included the story elements of character, setting, problem, and solution. The form was the same throughout the study. The students were also able to draw pictures based on their responses. The students had significant practice with these elements and little or no help was given. The stories were all within the students' listening comprehension levels. Differences in the student's creativity and descriptiveness, if any, were noted.

A tally of the number of correct responses for each element as well as overall scores was made. After the study was complete, the students were asked if they noticed any difference in themselves when the music was playing. The students were also observed to see if there were any noticeable differences in their attention spans and concentration.

Results and Conclusions

This study revealed that the differences in the students' responses in both types of sessions were insignificant. As seen in the following table 1, raw scores were tallied in each of the four story elements in both music and non-music settings.

Table 1-
Raw Scores of Story Map Responses

	<u>Music</u>	<u>No Music</u>
Character	43	35
Setting	34	33
Problem	36	35
Solution	32	27
Overall raw scores	145	130

The students correctly identified the characters in the stories 43 times when listening to classical music while only 35 correct identifications were recorded when there was no music playing. The students identified the setting and problem correctly one more time when the music was playing. The solution responses were five points higher in the musical setting. The differences between the scores were considered negligible.

No observable differences were recorded in the students' responses when looking for increased creativity and descriptiveness. The students were also observed with no differences in attentiveness when the classical music was playing in the background although it was not observed to be a distraction either.

Scores from this study support the hypothesis that students would not comprehend a story better with classical music playing in the

background. The stories were read at about the same time of the day and the students were prepared to answer questions on each story element. Since each session used a different story, the scores appear to reflect the level of understanding of that particular story rather than the effect the music had on their listening. The students' scores did not increase as the sessions went indicating that they were not subject to practice effects.

The volume of the music could have been a contributing factor for the students. The music may not have been loud enough to make an impact on their concentration. The students also may not have had the ability to use the relaxation of the music to their advantage. The music, on the other hand, may have been too loud. Since all the students were classified, they may have needed the silence to concentrate.

Overall, through the scores and observations, classical music did not seem to make an impact on the students listening comprehension. If the students were reading to themselves, the results may or may not have been different. They would not have had to differentiate the teachers' voice from the music. From discussions with the students, they did not seem to be impacted by the music in either way. They noted that they liked the music but did not think that it helped them listen and concentrate better. Older students may be more aware of their learning to really know the effect the music has on them.

Implications

This study could be expanded to further test the results. A larger sample would be able to show greater scores for comparison. Using both regular and special education students would also provide a better sample for this study. Using older students would enable the researchers to discuss the results with the students and the students would be better prepared to give feedback into the effect the music had on their ability to listen to the stories with and without the music.

Finding a way to use the same stories would allow the scores to reflect only the effect the music had on the comprehension rather than the understanding of the stories themselves. The students' scores in this study seemed to reflect the level of understanding of the story content rather than the effect of the music. Asking the students to perform specific skills with and without the classical music would allow the research to focus only on the impact of the music without the complication of the understanding of each individual story.

Research should continue into the effects classical music has on the education of students. Notably, there have been a lot of theories that favor the music and others that feel it makes no difference. What have not been found are negative effects. Classical music has not been found

to be harmful in educational settings so teachers should use the music when they feel it is the most beneficial to their classes.

Music effects on achievement: Related Research

Cara Behar

Listening well is one of the main abilities that children need to be successful in school. Some say that listening comprehension has to come before reading comprehension. Researchers note that there is a "cross-modal transfer of learning with respect to listening comprehension."

(Pearson and Fielding, 1982) If a child is a successful listener, this allows him or her to use the same skills in reading comprehension. There is a lot of scientific evidence that shows background music in the classroom is beneficial to students listening comprehension. It helps students of all ages concentrate on the information better thus understanding and retaining the information better.

The research often focuses on classical music. For decades, there has been controversy over the effects classical music has on the education of children. The most popular study, The Mozart Effect, has been both proven and disproved. In 1993, researchers Rauscher and colleagues at the University of California, Irvine, found an "8- to 9-point improvement on IQ tests in 36 college students who listened to ten minutes of Mozart's Sonata for Two Pianos in D Major." (Rana, 1999) Colleagues at The University of Aukland immediately disproved the report. (1994) Rauscher then replicated his study in 1994. He extended the study to include seventy-nine students who either listened to the same Mozart piece, a piece by Philip Glass, or studied in silence. As with the first study,

"only the Mozart group showed a significant increased spatial IQ."

(Musica, 1995)

In 1999, researchers at Appalachian State University in North Carolina replicated the 1995 study and found that their findings contradicted those done in California. "There is 'little evidence to support basing intellectual intervention programs on the existence of the Mozart effect', according to researchers led by Dr. Kenneth Steele." (Rena, 1999) This research used the exact same procedure but increased the sample to 125 people. Steele suggested in his study that there might be a better mood performance due to the music. Steele's team has "debunked the myth that listening to classical music can make you smarter." (Rena, 1999) Other criticisms of the original study include the fact that the increased intelligence only lasts ten minutes.

Classical music, in addition to other background music, has been a main topic of research for many other educational reasons than just straight intelligence increases. In recent years, Howard Gardner's theory of multiple intelligences has taken school districts by storm. Gardner explains that children find strengths in different ways and that educators have to find ways in their classrooms to accommodate this. Musical intelligence is defined as the ability to "understand and produce melodies and rhythms." (Gardner, 1983) These children can "sing in tune, enjoy music, and play a musical instrument." (Gardner, 1983) This intelligence

has shown to be very beneficial to the successful education of children. It can help a child in reading and math in addition to stimulating creativity and imagination. Musical intelligence also helps children think more clearly and retain information. (Gardner, 1983)

Research about the effects of music goes back to infancy. Studies at St. John's University and Iona College have addressed the role of how music affects infant memory. They looked at infants who learned tasks like moving objects in their cribs while listening to music. They then watched the same tasks performed one day and seven days later. "Retention was the same one day later, regardless of the music played. However, after seven days, the infants remembered that kicking produced mobile movement only when they heard the same music that was played during learning." (Fagan & Prigot 1997) They concluded "infants use music as a means to remember, so that music defines or gives meaning to a learning situation, at least as early as three months." (Fagan & Prigot, 1999)

Another preschool study set out to determine the effects of a classical music program on auditory discrimination skills. The study used seventy-seven five year olds in which half were exposed to weekly classical music experiences. The students were given several intelligence and auditory discrimination tests. The results showed "better auditory skills for the experimental group and greater ability to handle instructional

tasks.” (Turnipseed, Jorja P. and others, 1974) More positively, the students did not seem to get tired or bored with hearing the classical music pieces.

Even before birth, music is making positive effects on learning. A 1997 study showed that babies whose mothers exposed their unborn children to tapes of violin sounds performed better on a series of gross and fine motor activities, linguistic development, coordination, and cognitive behaviors than those who had no exposure to music. (Lafuente, 1997)

Throughout a child’s school years, music has been shown to have multiple educational advantages. “New brain research shows not only that music is fun, but also that it improves our brain development and even enhances skills in other subject areas such as reading and math.” (Weinberger, 1998) Society has been credited for the increase in research in this area because of the growing awareness of the positive effects music has on the lives of our children. As long as adults continue to recognize these advantages, music should not disappear from school. It is a hard sell. Music education is dwindling from schools today, despite the positive research.

Music has plenty of room in the classroom for reasons other than background sounds that help children concentrate. Music should also be incorporated into lessons throughout the curriculum, especially in literature. “When combined with literature, music enhances aesthetic stance for reader response which refers to cognitive and affective

experiences during reading.” (Rosenblatt, 1978) Music can help children activate their existing schemata to set a certain tone for the story. When reading stories dealing with ocean life, ocean music helps children feel like they are there. (Towell, 1999) Towell also suggests rainforest music before reading stories on the subject. The music should not only be played before the story but during it as well. Children also benefit from songs when learning sight words since word recognition is better when the words are put to music.

There are many positive reasons that music educators and professionals have been fighting to keep music in the schools. In her book, Good Music Brighter Children, Sharlene Habermeyer sites the 1988 results of the International Association for the Evaluation of Educational Achievement scores for science proficiency. She notes that the United States falls fourteenth out of seventeen in countries participating. What is common in the top three countries is the extensive music training the students receive all throughout their schooling. (Habermeyer, 1999) All three countries, Hungary, Japan, and the Netherlands feel that the music education programs have been an integral part of the curriculum.

Children learn in different ways. As Habermeyer concludes, children learn by a combination of hearing, seeing, and/or doing. Music easily can be incorporated into these learning styles. In an arts-based classroom, “students learn by using all of their senses.” (Habermeyer, 1999)

This contradicts our traditional classrooms in which students learn by mostly listening and seeing. There is mounting evidence of the advantages music has in the classroom. It allows all children to use their strengths to succeed. "Learning through music and the arts not only allows the child to develop all of the types of intelligence that lie within her, but also allows the child to express her uniqueness as a person, thereby promoting a strong inner confidence and self-worth." (Habermeyer, 1999) This is important because of the growing concerns with the lack of self-esteem in children today and the ways they deal with and react to their emotions.

Much of the research about music effects has been done with children and how listening to music can effect their reading comprehension. Many studies have shown positive results. Hurwitz and colleagues (1975) compared reading performance to groups of first graders who did and did not receive special music treatment. He found that "the experimental group exhibited significantly higher reading scores than did the control group." (Hurwitz, 1975)

In 1989, Derrick Kiger wanted to find out if the type of music would have any effect on a students comprehension of a given piece. He had the students listen to high or low information load music or nothing at all. The students then had to answer a series of questions about the reading selection. He found that students comprehended better when listening to

low information load music, which is a narrow tonal range, repetitive piece. (Kiger, 1989) He concluded that the low information load music allows that students to filter in more attention while the high information load music can create more tension and hinder concentration.

"Music may be an effective learning medium for aspects of language development such as receptive vocabulary, especially for students with reading problems." (Bygrave, 1994) This was the result of a study done at the University of Canberra in Australia. Students were divided into groups in which half were involved in either a music or story-telling program in their classrooms. The programs lasted thirty weeks. The music program included singing, playing instruments, and listening activities. Music did have a small, positive effect on the receptive vocabulary of the students. (Bygrave, 1991)

There has also been a lot of research on the effects the familiarity of music has on the listener. These researchers have hypothesized that background music does help in relaxing a listener, adding to greater concentration. Hilliard and Tolan (1979) set out to examine whether the familiarity of music made a difference. Hilliard and Tolan studied sixty-four undergraduates who were randomly assigned to groups. The subjects either listened to the same selection over and over again or listened to one selection then another. The results of the study indicated that

familiarity of the music produced significant, but not large, gains. (Hilliard, 1979)

Previous to that study, Etaugh and Michals (1975) performed a similar one. They compared groups of students who either listened to student-selected music or nothing at all. They found that "listening to music of one's choice interfered with the performance of females but not to males." (Etaugh, 1973) They concluded, after interviewing the subjects, that females were less likely to study with background music and that when the music was on, it was unfamiliar and distracting.

With all this research, schools still need to be further convinced to keep music in the classrooms. Budget pressures often force districts to cut the music programs altogether. Music, as well as other performing arts programs is suffering despite all the positive aspects. Some of the negative viewpoints include statements like "Too much time is being spent on non-basic material such as art, music, and drama. We need more emphasis on the fundamentals." (Lawton, 1987) Lawton goes on to remind us that all aspects of education are equally important and beneficial. It is true that only five percent of an American elementary school is spent on the arts and that almost half of the secondary schools do not even offer music and art instruction. (Lawton, 1987) Children are very easily molded so we need to start the instruction at the lower ages in order to build a deep appreciation of the arts as a part of a child's

education. Lawton goes on to report a four year study done in Ohio, where an arts program was implemented. These students showed "significant gains in reading and in math." (Lawton, 1987) Performing arts education allows students to express themselves and as teachers, we need to give them this freedom.

As with any research, studies do not always have the same results. Robert Sundberg (1994) set out to study whether at-risk seventh graders would show an increase in spelling and vocabulary after being exposed to music in the classroom. He felt that, based on research, "using music instruction may change students' perception of what they are learning and their perception of their environment. Thus, in turn, may have an effect on retention of instruction." (Sundberg, 1994) He included elements of music and rhythm into his daily classroom activities involving spelling and vocabulary. His results showed that the music had no effect on the test scores.

Jill Botwinick (1997) also studied the effects of music on spelling scores. Her research included first graders and examined whether or not the type of music had a difference on learning. The students were exposed to either classical, baroque, symphonic, or no music at all prior to spelling instruction. The results did show gains when listening to music but those gains were considered insignificant. The results also showed higher gains with the classical music compared with the other types. (Botwinick,

1994) She also found that while test scores were insignificant, student motivation and interest were increased.

Regardless of the controversial research, most will agree and research shows that music, when used in the correct way, has no harmful effects on children or their ability to learn. All the research states that music either enhances a child's education or has no effect on them at all. Music is also universal and can open wonderful doors to the education of children.

"Music is a more potent instrument than any other for education and children should be taught music before anything else."

-Plato

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Appendices

Appendix A: Story Map Responses

Music Setting Responses

Story Map

Story Title

Wally the Whale

74

Characters

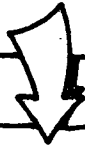
Wally

Setting

Ocean

What is the main problem?

Wally ate Balloons



How is the problem solved?

The Cuts take him back
to the ocean

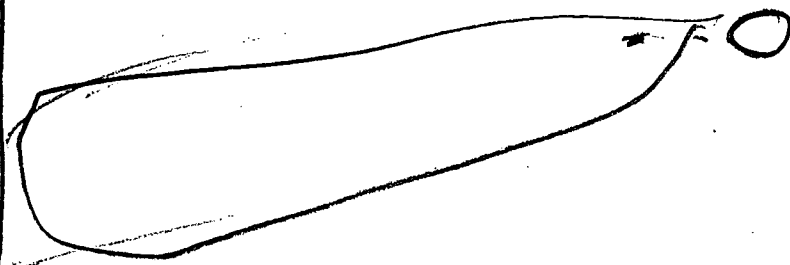
Story Map

Story Title Wally, The Whale Loved Balloons 20

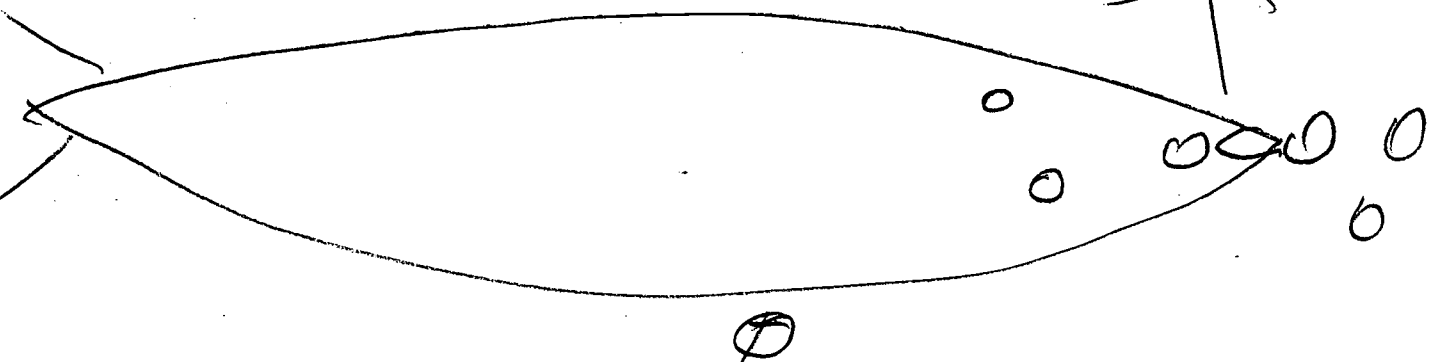
Wally ^{Characters} eat the Balloons
and come Fat and
Fill in the air.

He Loved ^{Setting} the Balloons
as much as he Fill
up in the air.

What is the main problem?



How is the problem solved?



Story Map

Story Title The whale who loved balloons

+4

1/12/00

Characters

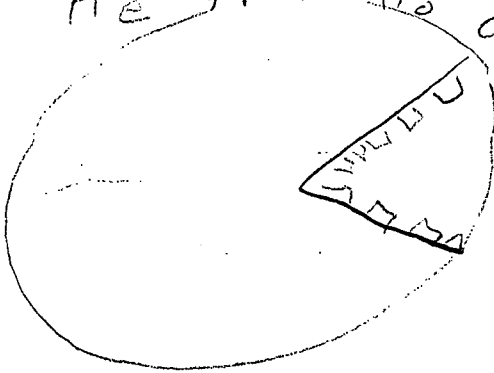
WALLY

Setting

Wirt

What is the main problem?

He can't tie a balloon



How is the problem solved?

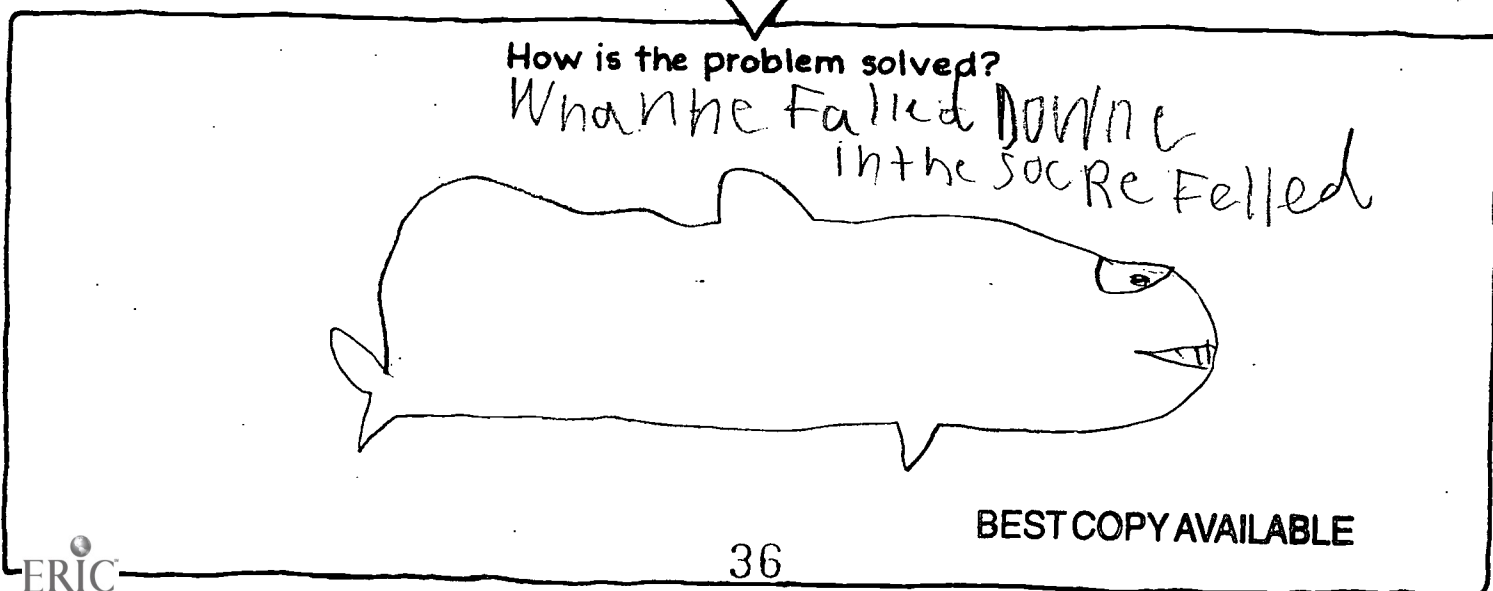
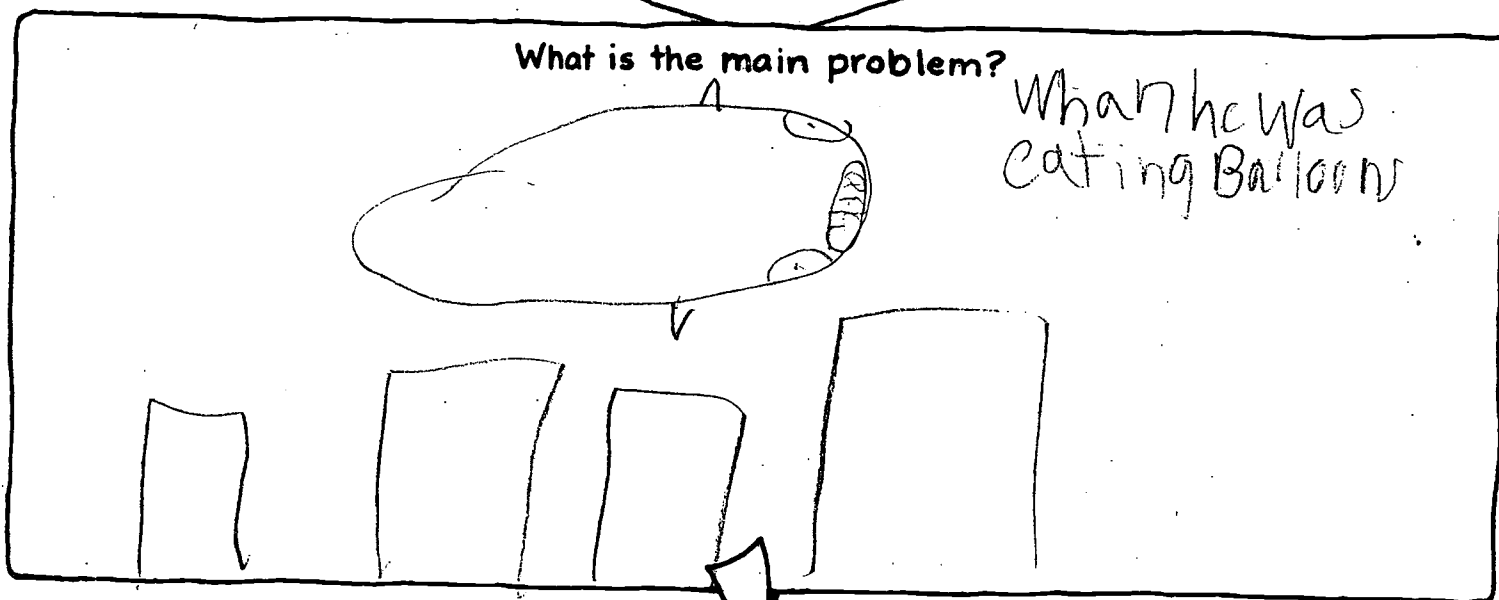
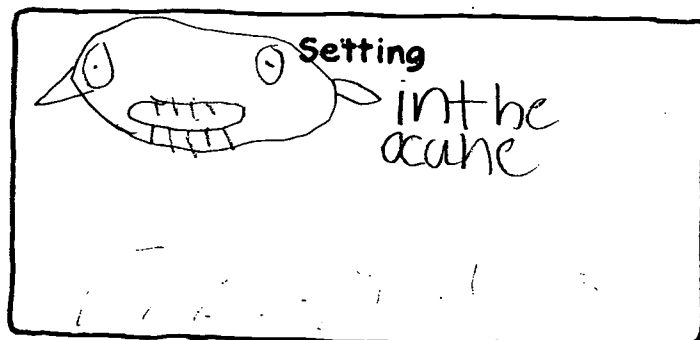
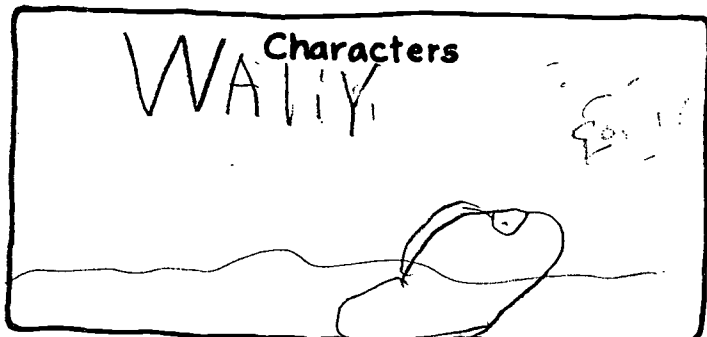
WALLY popped a rat. then he would
find his mother.

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11/12/00

Story Map

Story Title Wally Won't Love Balloons (+4)



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Story Map

Story Title Wally, the whale who Love Balloons

Characters

WALLY

Setting

Sea

What is the main problem?

the whale fly
up in the air.

How is the problem solved?

When all the balloons
POP in he stomach and he
fall

Kevin Rico 1/12/00

Story Map

Story Title Wally the whale who loves balloons

Characters

Wally

Setting

Thon
town

44

What is the main problem?

He fall in the ^{soccer} team.



How is the problem solved?

They took the whale in the
ware and is
name is wally.

STORY MAP

Ivette

Story Title Wally, the who Laved Bal loons.

44

Characters

WALLY



Setting

Water

What is the main problem?

he ate mhbaloos and he got fat

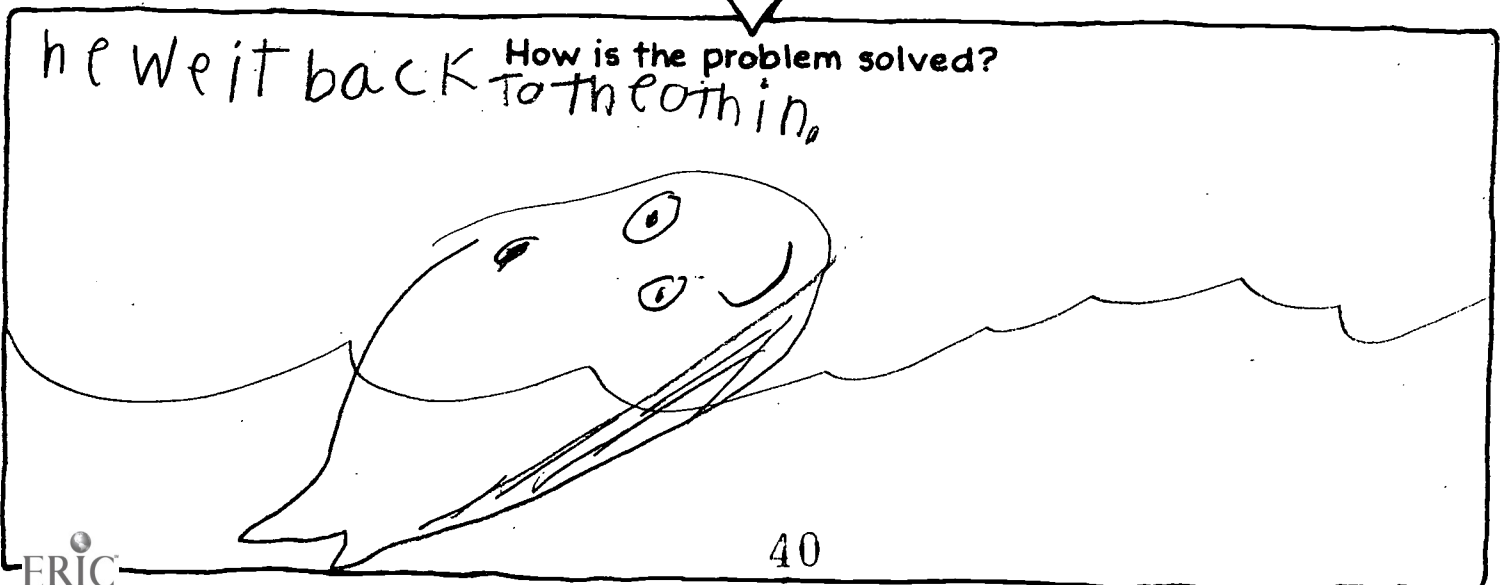
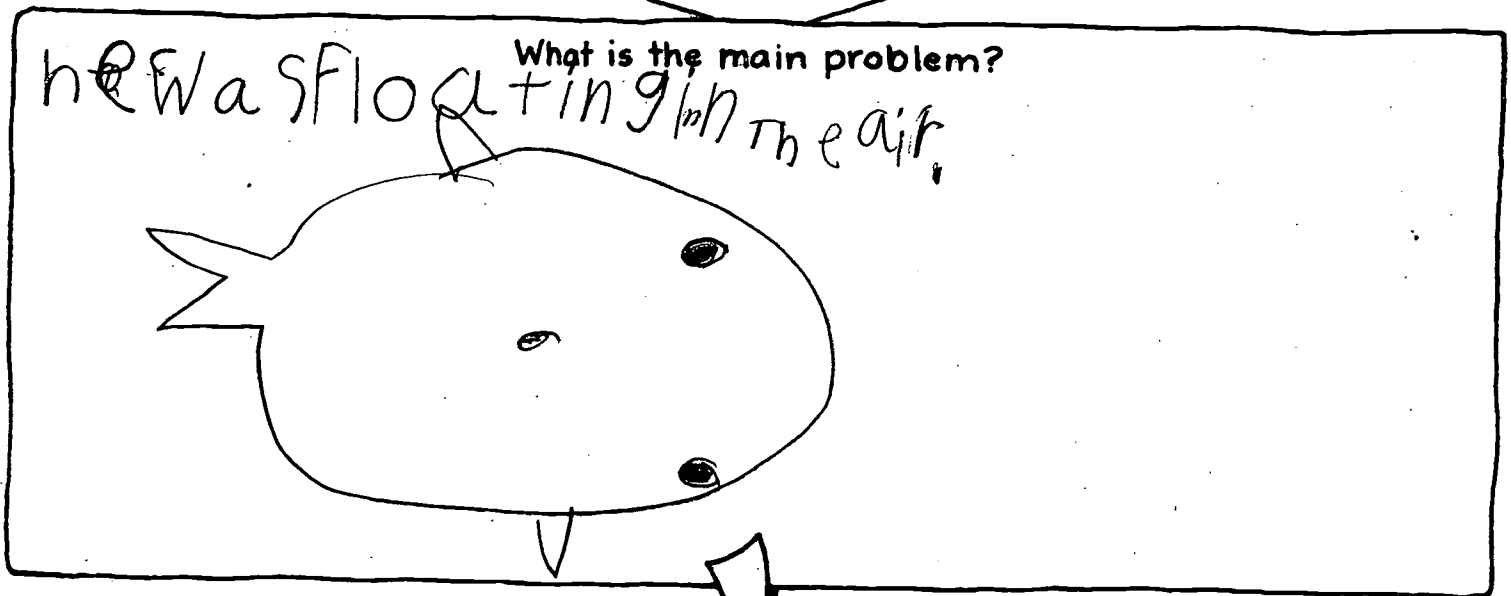
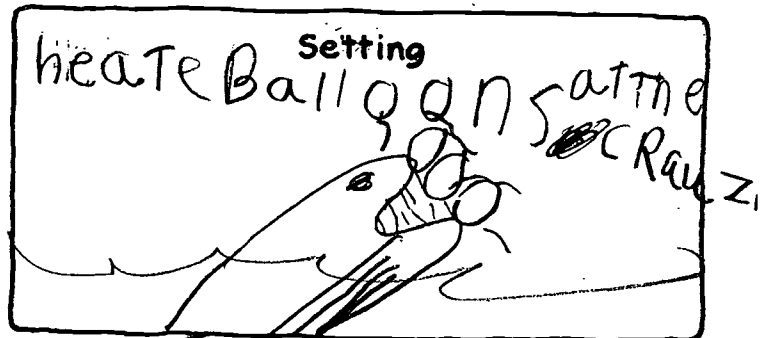
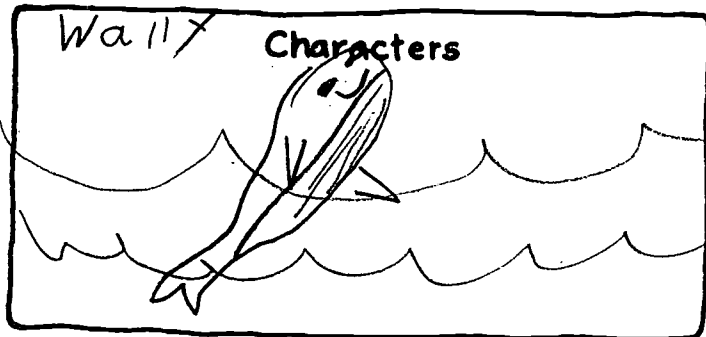
How is the problem solved?

the blon can't get out of his mouth
of a rhasmafi

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Story Map

Story Title Wally The Whale Who Loved Balloons



Wally the whale Story Map

Story Title

Characters

Wally the whale

Setting

In the swimming pool

What is the main problem?

WALLY POPOD
THE SWIMMING POOL

How is the problem solved?

WALLY
LOVED
balloon

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Story Map

44

Story Title

My dog is lost Kevin Rico 11/3/0

Characters

Juanito

Setting

outside

What is the main problem?

He lost his dog.



How is the problem solved?

His friend found the dog.

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Story Map

Story Title My dog is lost

+4

Characters

Jackie

Setting

Outside

What is the main problem?

He lost his dog.



How is the problem solved?

He and his friend
help him find his dog.

Kevin Story Map

44

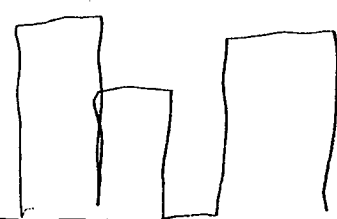
Story Title My Dog is Lost

Characters

Juanita



IN NEW YORK Setting



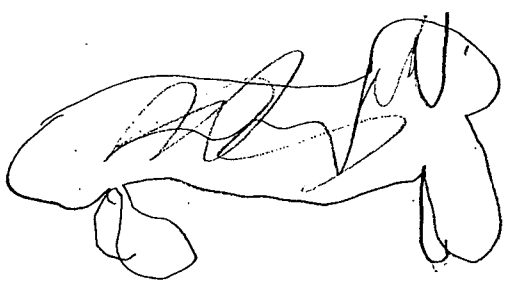
What is the main problem?

Juanita Cant Find His Dog



How is the problem solved?

Tehy Found the Dog



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Story Dice Map

44

Story Title My Dog is Lost

Characters

Juanito

Setting

out side
that City

What is the main problem?

Juanito lite has Dog



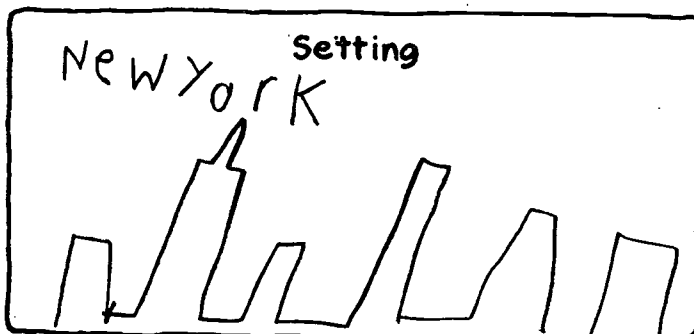
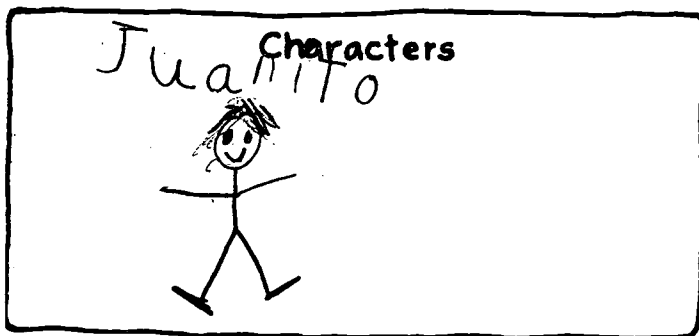
How is the problem solved?

Juanito can have her
Pit has Dog

Jonathan Story Map

44

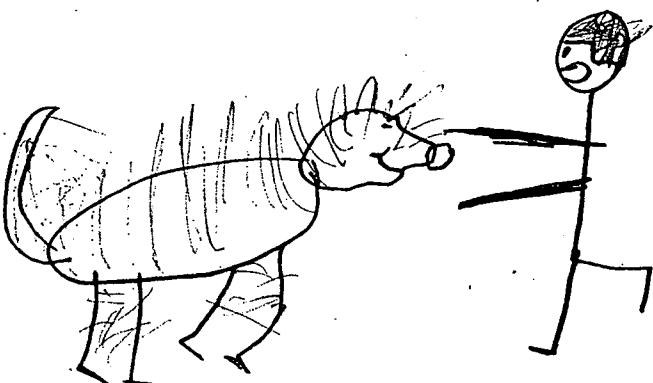
Story Title My Dog is Lost



his Dog is lost. What is the main problem?



he found his Dog. How is the problem solved?



Story Map

Story Title

My dog is lost & left

44

Characters

Juanito

Setting

Outside
in the city

What is the main problem?

Juanito cannot find
his dog
somewhere



How is the problem solved?

Juanito and someone
find his dog

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47

Fourth Story Map

Story Title

My Dog is Lost

43

Characters

Juanita

Setting

X

What is the main problem?

a lost dog



How is the problem solved?

Juanita was found

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Story Map

Story Title My Dog is lost

44

Juanito Characters

Setting

Out Said.

What is the main problem?

My Dog was lost



How is the problem solved?

He Find His Dog.

Story Map

Story Title Farradmy dog is Lost

43

Characters

dog

Setting

x

What is the main problem?

he was upset
because he lost
his dog



How is the problem solved?

he was happy
because he
found his dog

Story Map

(12)

Story Title Arthur's Pet Snails

Characters

Arthur

Setting

at Arthur's
house

What is the main problem?

all the pets are everywhere

How is the problem solved?

Prcky has puppy

Story Map

Story Title ARTHUR'S PET BUSINESS

+3

Characters



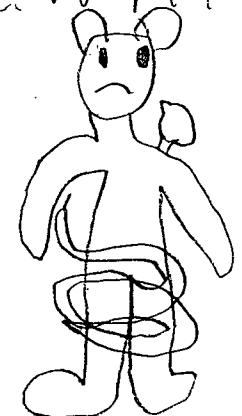
Setting

house



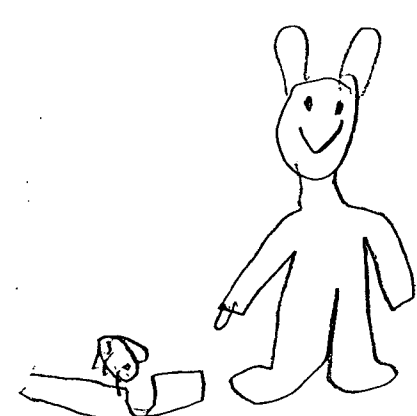
What is the main problem?

ART. Hw. WORK HARD



How is the problem solved?

Wahh he his a puppe



Story Map

Story Title Arthur's Pet Business

14

Characters

Arthur's

Setting

it took place
in the house

What is the main problem?

Arthur's what
a pieper but he has
a pieper to take K of

How is the problem solved?

because he took
got is pieper K of
a pieper

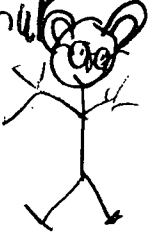
Jonathan 2-7-00

Story Map

Story Title Arthur's Pet Business

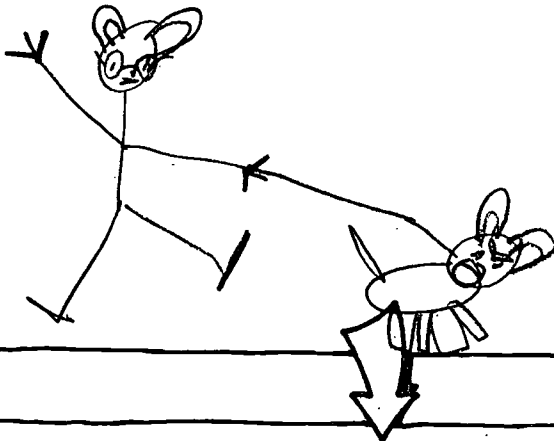
x2

Characters
Arthur



Arthur's home

What is the main problem?
When he was taking care of Preky



Preky laid eggs



STORY MAP

Story Title Arthur's Pet Business

44

Characters

ARTHUR
D Drb/r

Setting

ARTHUR have

What is the main problem?

Dad treat ARTHUR man.
ARTHUR has to take care of life
have Dad Dad rare pate.



How is the problem solved?

dr mom Dad he had pat
dr mom gave a pat to ARTHUR.

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Story Map

Fuad
1-7-00

+1

Story Title Arthurs Put Buisness

Characters

Arthurs

Setting

he could not
Find a pet,

What is the main problem?

Gamue gave The pet
to Arthurs,



How is the problem solved?

Then The pet had
Barby then she gave him
10 Dollars.

Letter Story Map

Story Title Arthur's Pet Business

44

Characters

Robr

Setting

Nithe hamns

What is the main problem?

Arthur wanted a puppy
but he has to be
responsible

Robr won't be
fada a job



How is the problem solved?

He found a job taking care of
dogs and he got to keep a dog.

to Lrl struses
by

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Far Road Story Map

Story Title

Arthur's pet Business

Characters

Arthur

Setting

Switzerland

What is the main problem?

Arthur
Wants Pope

How is the problem solved?

his Pope
yummy
nice

Story Map

+4

Story Title 2/7/00 Arthurs PR + buisness

Characters

Arthurs

Setting

in the
house.

What is the main problem?

he had to learn res ponsility,
so he get a pupe,



How is the problem solved?

he found perky and he
got ten dollres pupe.

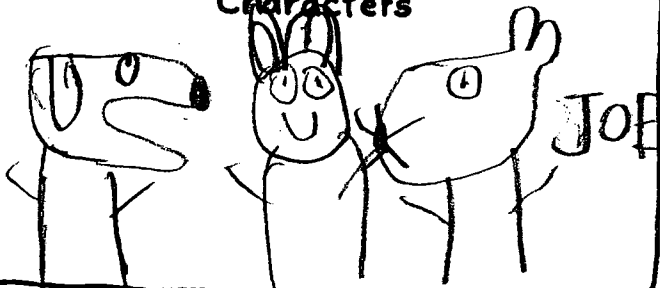
1/5/00

Story Map

Kevin Rico

Story Title Joe and the Snow (14)

Characters



Setting

house

What is the main problem?

There are no much snow.



How is the problem solved?

Joe Just says snow
and morn snow came
back.

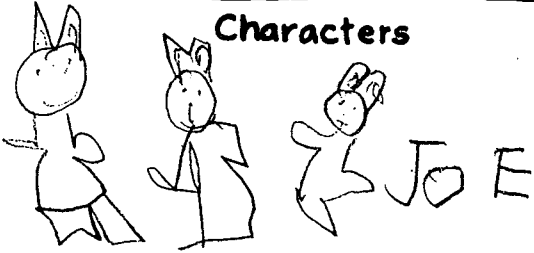
family 1/5/00

Story Map

+4

Story Title JOE and the SNOW

Characters



Setting

outside

What is the main problem?

that he ~~wanted~~ to have
snow.



How is the problem solved?

When the snow ^{came} King
true
trun.

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MICK RAMIR 11/5/00

Story Map

Story Title Joe and the Snow

13

Characters

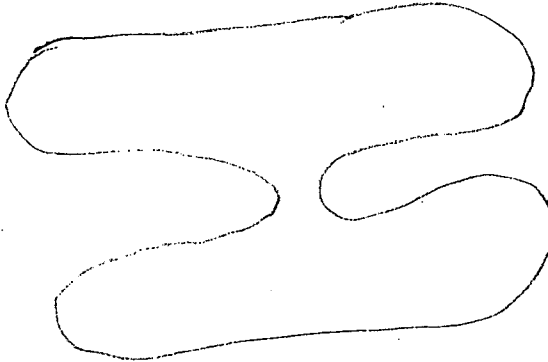


Setting

bovsh

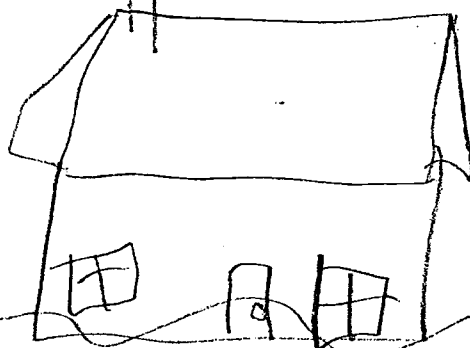
What is the main problem?

Te re y wair No Snow



How is the problem solved?

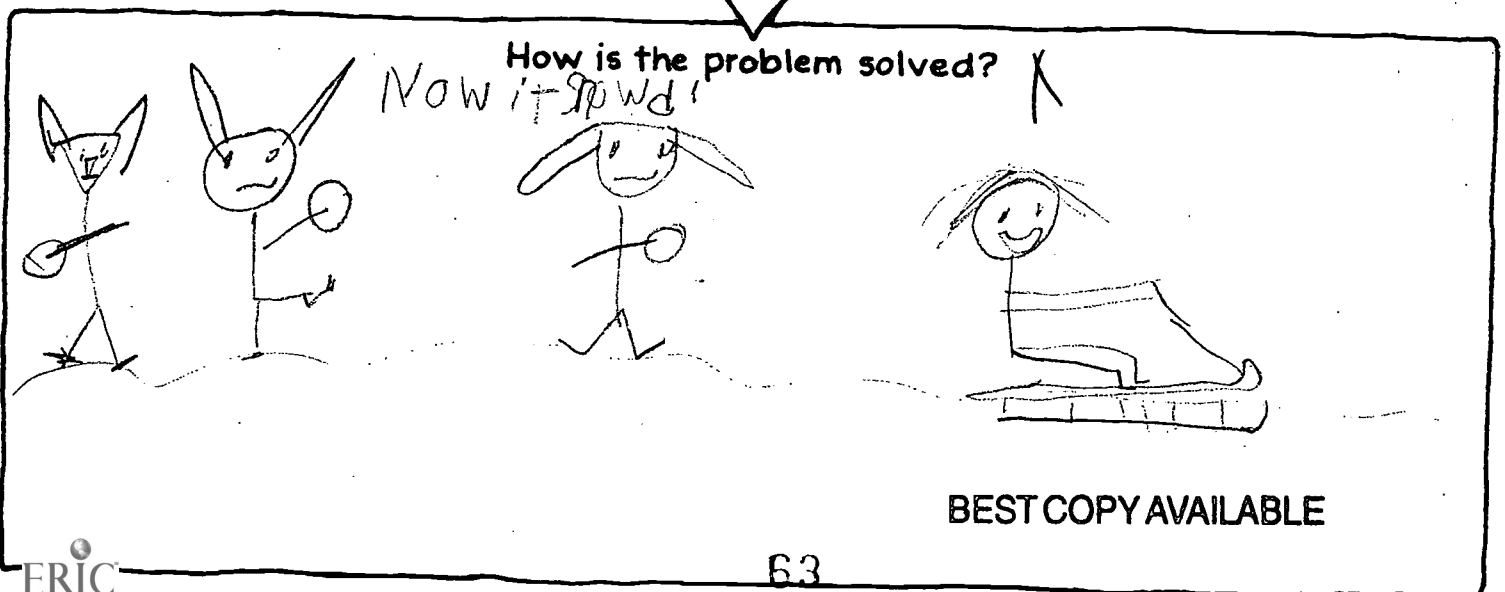
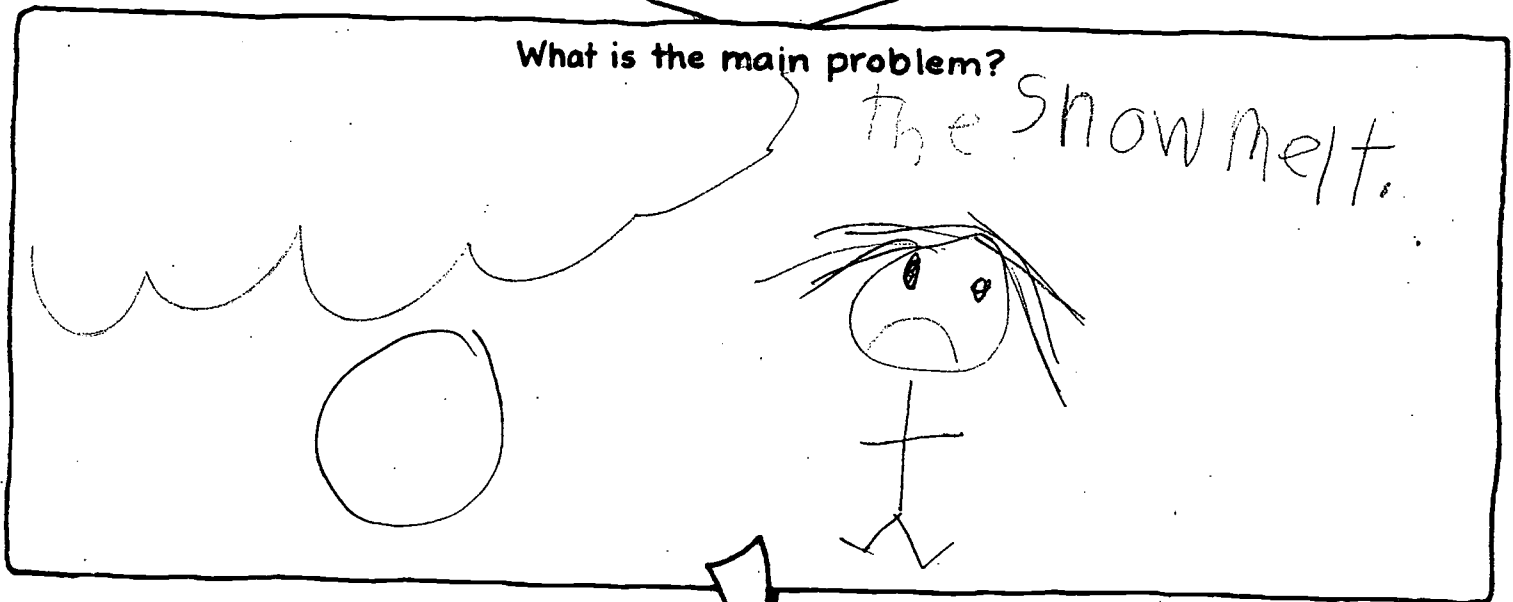
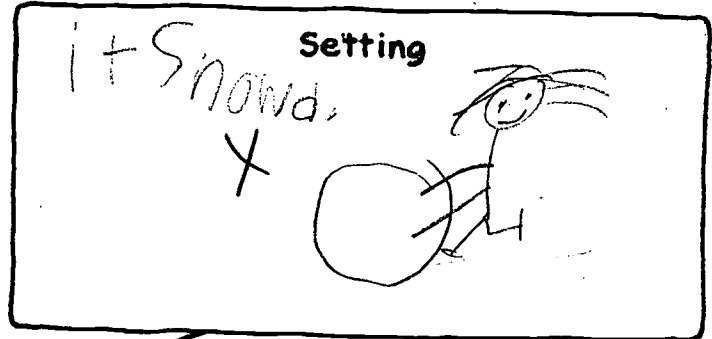
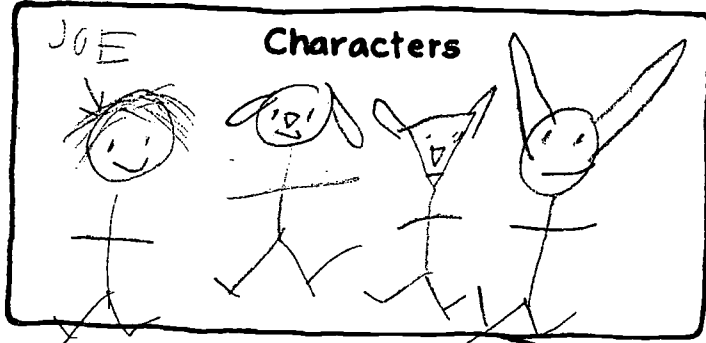
crea Tain the snow mit x



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Story Map

Story Title Joe and the snow



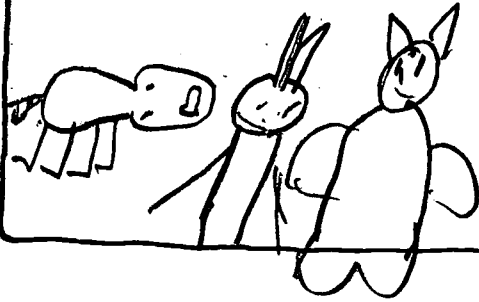
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1/5/00

Story Map

Story Title Joe and The Snow

Characters



Setting

house

What is the main problem?



The house
want in The
water.

How is the problem solved?

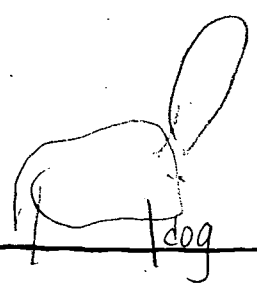
no more snow

Story Map

Story Title Joe and The Snow

Characters

Joe



Setting

x

What is the main problem? x

Joe forget it snow
because he water

How is the problem solved? x

water it to
snow

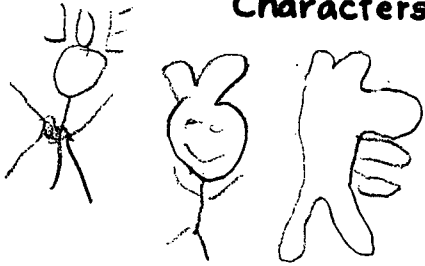
Diego 1/5/00

STORY MAP

+4

Story Title JOE and the SNAP

Characters



Setting



What is the main problem?

Snow larb JOE would be bit a snow man.

How is the problem solved?

Wan the snow hrd.

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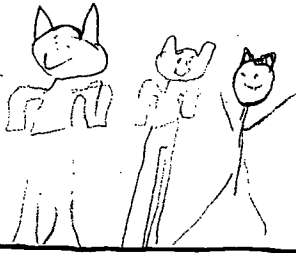
Story Map

Story Title Joe and the Snow

+9

Characters

JOE



Setting



What is the main problem?

he was snowed out

How is the problem solved? X

he got it in the net

2/17/00

Story Map

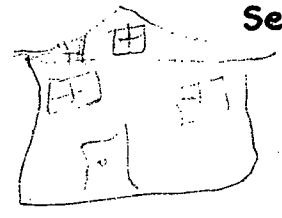
44

Story Title Cloudy with a Chance

Characters

The pepo
of Chewandswallow

Setting



What is the main problem?

The ov the no... are



How is the problem solved?

ma da waf to a tide
cohe

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Story Map

x2

Story Title _____

Characters

The people

Setting



What is the main problem?

They got shot down



How is the problem solved?

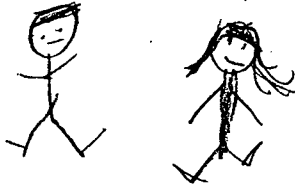
They made bread
to hruses

Jonathan Story Map

Story Title Cloudy with a chance of meat balls (24)

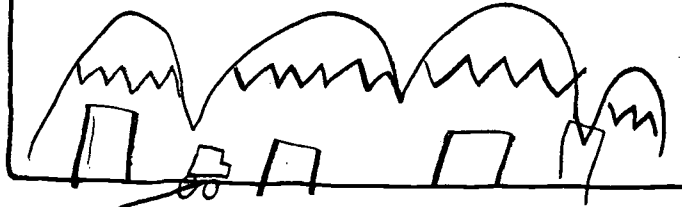
Characters

Henry and the grile



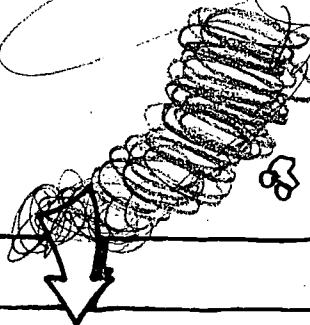
Setting

town



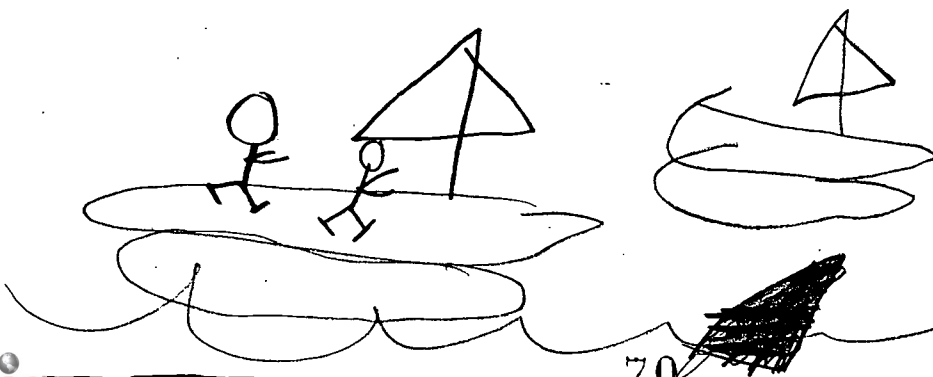
What is the main problem?

the storm was bad.



How is the problem solved?

they let the town.



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Story Map

Story Title

cloudy with a chance
of meatballs (3)

Characters

The
of chiewards yellow hurricane

Setting

The, X

What is the main problem?

it storm
rained and
windy

How is the problem solved?

they boot
new land and hesas

Story Map

Story Title Cloudy with a chance of Meatballs

24

Characters

the people
of
Chewandswallow

Setting

the house

What is the main problem?

it was raining dinner here and
lunch.



How is the problem solved?

what have Maid a boat.

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Story Map

Kevin Rico

Story Title Cloudy with a chance of meatball

Characters

Chew and Swallow
town

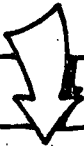
Setting

outside

4

What is the main problem?

It was stroom
food.



How is the problem solved?

They went to a new
land.

Story Map

family

Story Title cloudy with a chance of meatball

Characters

People

Setting

outside

14

What is the main problem?

it is that they had tornadoes



How is the problem solved?

they move to another town.

Ivette

Story Map

Story Title Cloudy with a Chance of Meatballs

Characters

peop /

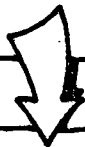
Setting

The peop / in Chewand
Swallow town

What is the main problem?



tornado
a is rod ruined the city.



How is the problem solved?

They left to another city.

Story Map

Story Title _____

Characters

Cloudy with a
chance of Meatball

Setting

Food X

What is the main problem?

There was Meatball
Coming down.



How is the problem solved?

They Wath to a New
contree.

No Music Setting Responses

Story Map

Story Title _____

Characters

the pets

Setting X



What is the main problem?

We don't make Hen bites



How is the problem solved? X

the hen

Story Map

Story Title A Bicycle for Bosaura

44

Characters

Bosaura

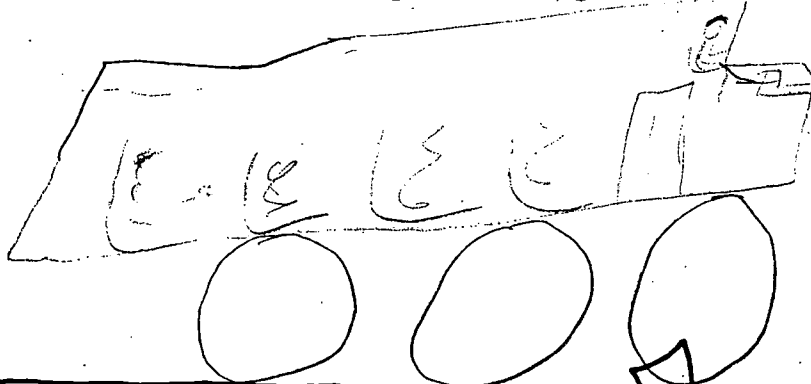


Setting



What is the main problem?

he wato steer



How is the problem solved?

The man made a Biceo



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80

Story Map

Story Title A Bicycle for Rosaura (x2)

Characters



Hes Bat
hes a Bike

Setting



What is the main problem?

hes had a now Bike
for Her.

How is the problem solved?

hes Had a

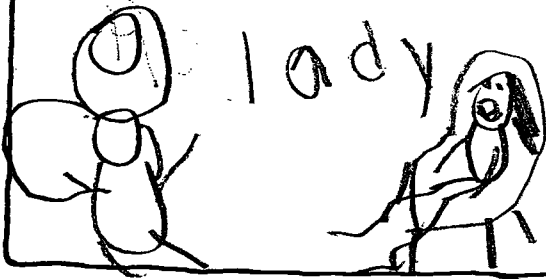
Birthday Patter

B. Th...

Story Map

Story Title A Bicycle for Rosaura (4)

Characters



lady

Setting

outside

What is the main problem?

Lady Try to find the
bike for Rosaura.



How is the problem solved?

A funny guy build a bike
for Rosaura because
her birthdays

Story Map

Story Title A Bicycle for Rosaura

43

Characters

Rosaura

Setting

Outside

What is the main problem?

That the hen what.
It to have a bicycle.



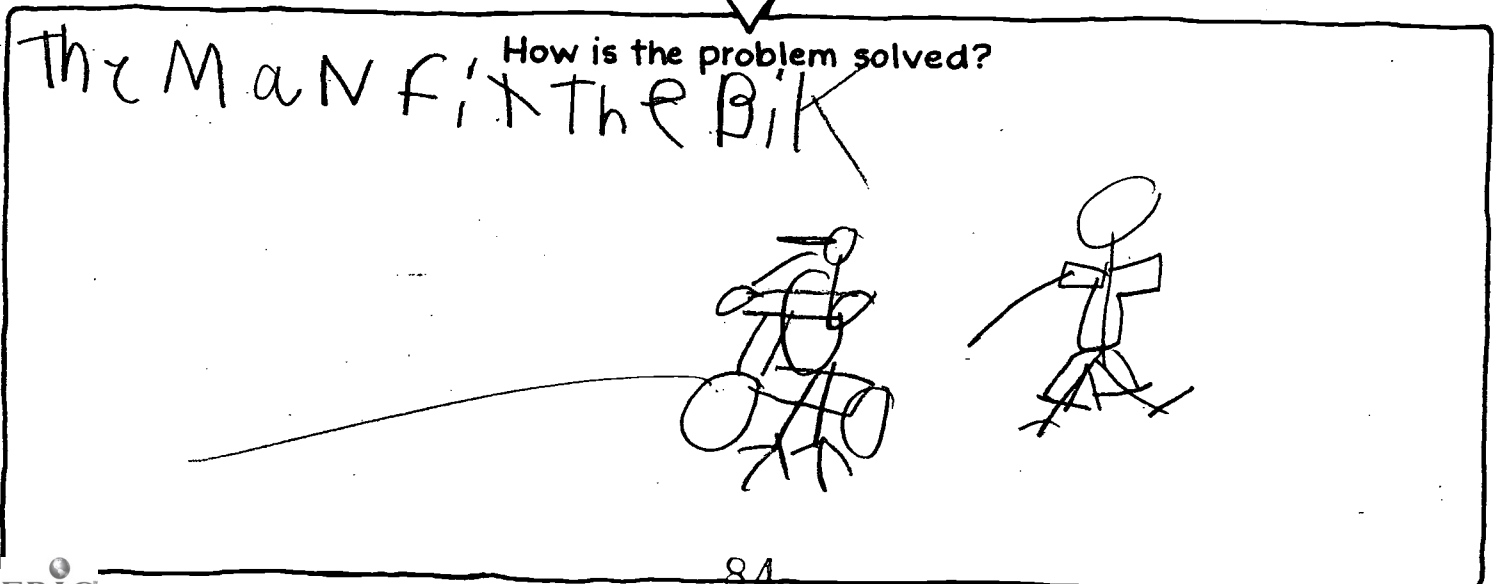
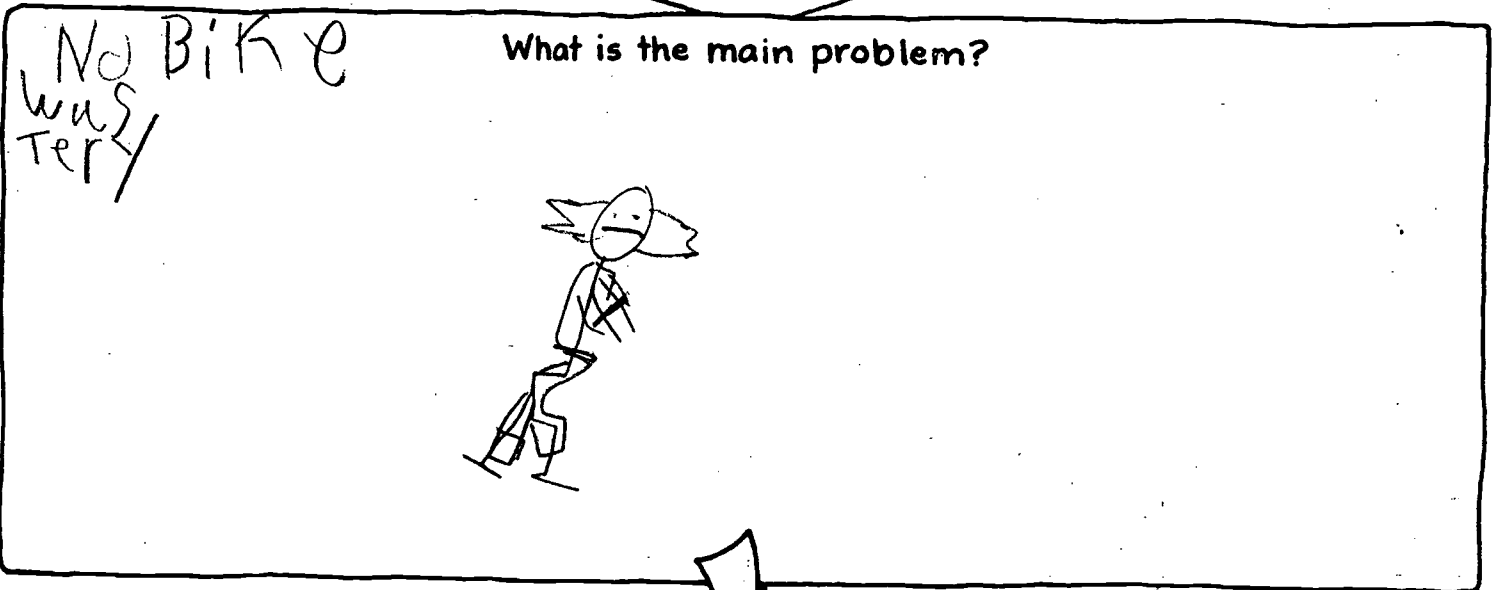
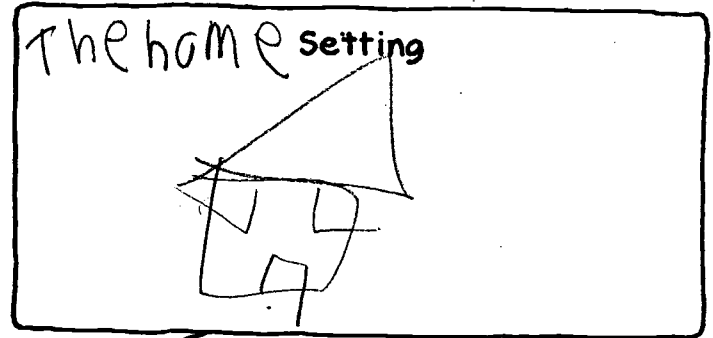
How is the problem solved?

He forgot
to put the
br.

Story Map

Story Title A Bicycle for Rosaura

44



Story Map

Story Title

Ira Sleeps Over (3)

Characters

Ira
Beggie

Setting

Stories
Scared
ghost

What is the main problem?

He was afraid
to bring his
teddy bear

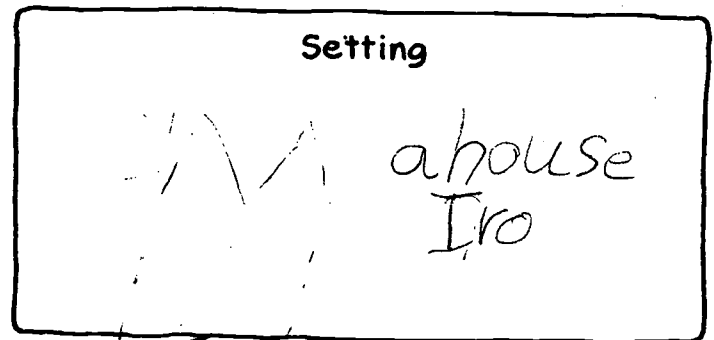
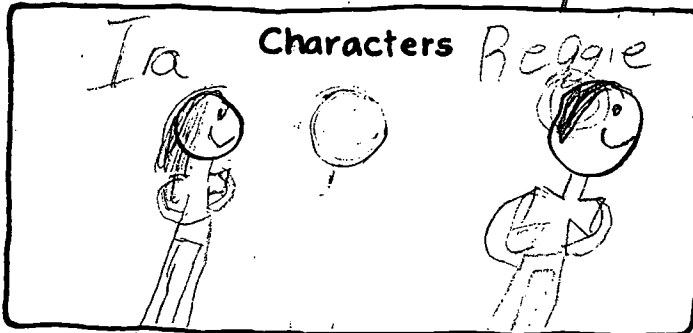
How is the problem solved?

He won't bring
his teddy bear but he did because
he wanted to.

Story Map

Story Title Ira Sleeps Over

(44)



What is the main problem?

Ira wouldn't go if he could
take his teddy bear.



How is the problem solved?

Reggie had a teddy bear.

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Story Map

12/15/99

Story Title Ira Sleeps Over x2

Characters

Ira
Reggie Feddubar

Setting

Reggie house

What is the main problem?

dat Ike is sister. x

How is the problem solved? x

da Reggie is nit is gonig
to laugh

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Story Map

Story Title Ira Steps over

x3

Characters

Ira
geggie
house

Teddy Setting bear
sleppover x
ghost stories

What is the main problem?

Ira was scared to brae
hes Teddy Bear.



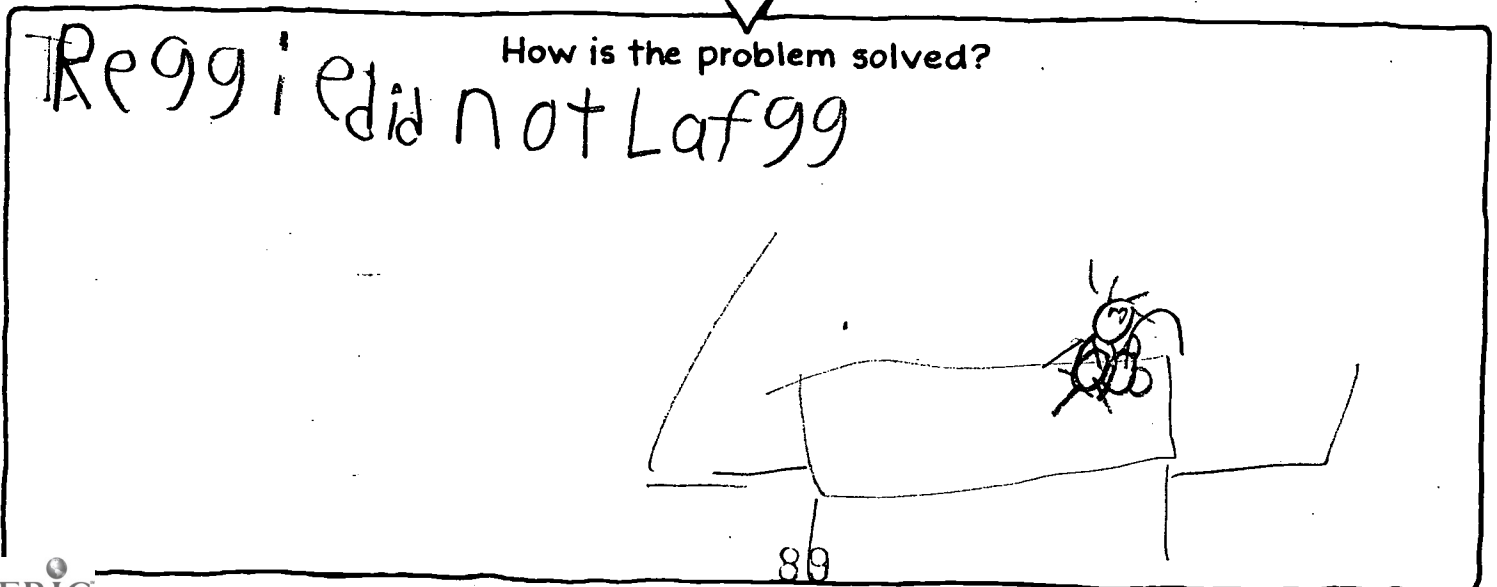
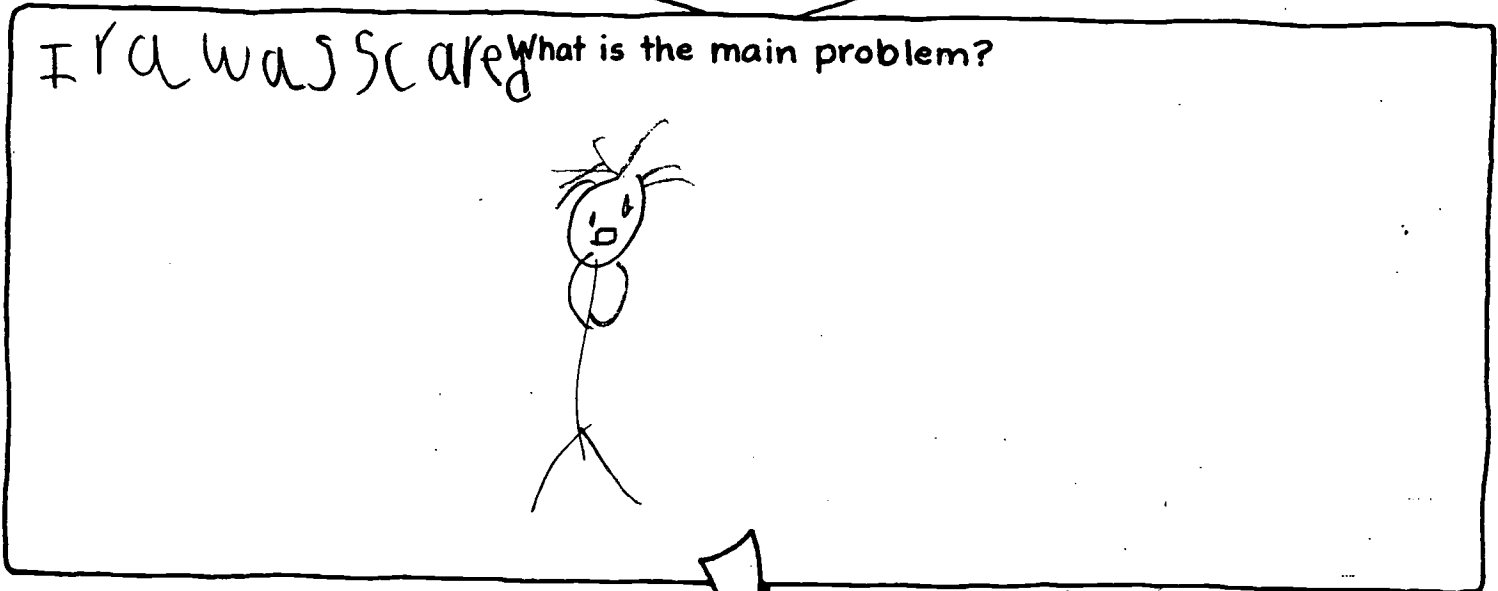
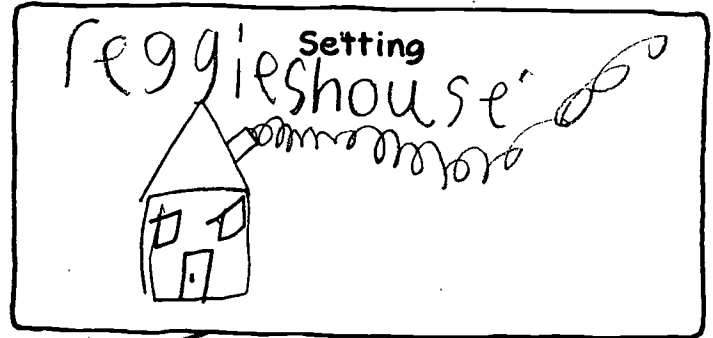
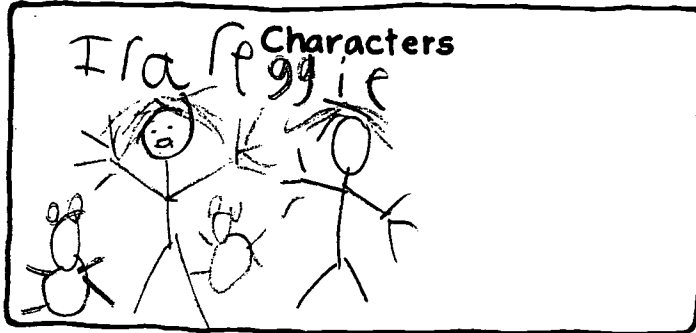
How is the problem solved?

With Ira with to sleep.

Story on Map

Story Title Ira Sleeps over

44



Story Map

Story Title

Ira Sleeps Over

x2

Characters

Ira
Reggie
teddy bear

Setting

Ira's house

What is the main problem?

Reggie
Mitt
JACUH laugh
at
Ira



How is the problem solved?

Wen they say ghost stories

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12/15/99

Story Map

Story Title

^{KEVIN}
Ira Sleeps Over

44

Characters

Ira
Reggie

Setting

Sleepover

What is the main problem?

The main problem
was Ira was scared
to bring his bear.



How is the problem solved?

In his friend had
a bear and Ira
bring his bear

Story Map

Story Title His Sister

74

Characters
Mr Reggie

Setting
In the home

What is the main problem?

his sister say Reggie
is giving to Mr & Mrs
of you



How is the problem solved?

Reggie have a
+ eddy bear to

12/15/99

Story Map

Story Title Ira sleepover yarning

Characters

Ira
Reggie

Setting

34
in the house

What is the main problem?

Was that Ira
was skase to show
his teddy bear.

How is the problem solved?

ti was solved
that they had Bear
and that solved



Story Map

Story Title Frog and Toad Together

(+4)

Characters



Frog and Toad



Frog and Toad



COKE Key

and Then Setting

They eat more



at The house

What is the main problem?

and They keep on Eating more and more.



How is the problem solved?

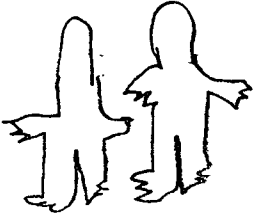
The Bird Eat all The COKE Key and give The Bird.

Story Map

Story Title _____

14

Characters
Frog and toad together

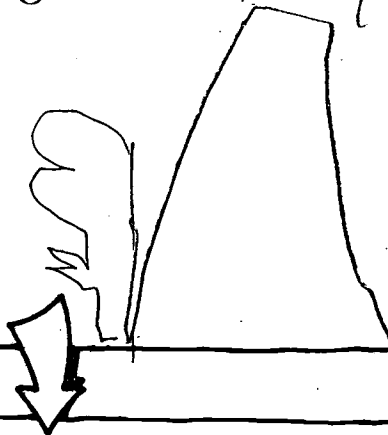


Setting
in the house



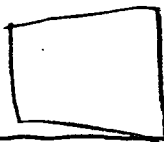
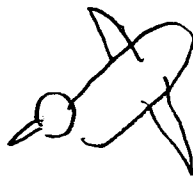
What is the main problem?

They were baking cookies
They eat too many cookies



How is the problem solved?

When the birds eat the cookies



Story Map

Story Title Frog and Toad Together

19

Characters

Toad and Frog

Setting

In a side area the
Side in homes

What is the main problem?

holme, ate to make



How is the problem solved?

he ate one more ☹️



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Jonathan Story Map

Story Title frog and Toad Together

Characters

Toad frog

Setting

in The home

What is the main problem?

They cant stop eating.

How is the problem solved?

The birds ate them all.

Story Map

Story Title Frog and Toad Together (+4)

Characters

Frog Toad

Setting

house

What is the main problem?

They ate too much
Cookie.



How is the problem solved?

They gave the
Cookie to the bird

Story Map

Story Title Frog and Toad Together

Characters

toad
and
Frog

Setting

in the house

What is the main problem?

they can't stop
ateing cookies

How is the problem solved?

the problem solved
by puting the box
outside so the boy
canate the cookies the brid

Story Map

Story Title

Frog and toad together

Characters

Toad
Frog

Setting

home

What is the main problem?

The frog and toad can
not eat no more cookies

How is the problem solved?

The frog and toad give
the cookies to the bird

Story Map

Story Title Frog and toad together

Characters

toad, frog

Setting

home,

What is the main problem?

the wreden COCES.

How is the problem solved?

the boy red the COCES.



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Story Map

Story Title

frog and toad together

Characters

frog
toad

Setting

in the
hoses

What is the main problem?

they ate
to to to coos

How is the problem solved?

The BIRDS
Ate all
cows

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Story Map

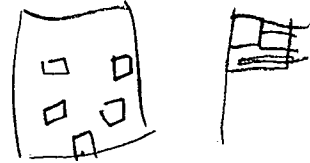
x3

Story Title Froggy's First Kiss

Characters



Setting



What is the main problem?

Froggy feels sad because eFrogtina
gived him a kiss



How is the problem solved?

th Froggy gave the card to
his mom

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Story Map

Story Title Froggy's First Kiss

41

Characters

Froggy X

Setting

house X

What is the main problem?

Froggy feels shy
because a new girl came



How is the problem solved?

When he has a First X
Kiss.

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Story Map

44

Story Title Froggy's First Kiss

Characters

Froglinga
Froggy's

Setting

School

What is the main problem?

Froggy's feel wiggly.
because ~~he~~ got a kiss
for Froglinga.



How is the problem solved?

because He give
His Valentine to His
mom.

Story Map

Story Title

Froggy First Kiss

74

Characters

Froggy's
Frogling

Setting

School

What is the main problem?

Froggy feels nervous
because of the Frogling



How is the problem solved?

He made a treat for her
Mam

Story Map

Story Title Froggy's First Kiss

x3

Characters

Froglina

Setting

Froggy feels
sold



What is the main problem?

He felt nervous to give
Froglina the Valentine card



How is the problem solved?

He gave the card to
his mom.

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STORY MAP

Farrad

Story Title

Froggy First Kiss

Characters

Froggy
Frogina

Setting

School

What is the main problem?

He was
feeling nervous because
the people were making fun of him.

How is the problem solved?

He was happy because he
was not nervous.

Jonathan Story Map

Story Title

Giants

44

Characters

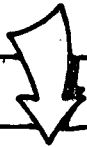
children

Setting

The Field

What is the main problem?

The children are a scare of the Giant.



How is the problem solved?

The children tied on the Giant.

Story Map

Ivette

14

Story Title _____

Characters

Children

Setting

as a

What is the main problem?

The children wanted to
scare the giant



How is the problem solved?

They tricked the giant
to leave the city.

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Story Map

Story Title

Giants Road

Characters

The are
Giants children

Setting

X

What is the main problem?

The want to
Eat the Kids
for dinner



How is the problem solved?

The Kids
Said it workt

X

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Story Map

Story Title

9 lights

43

Characters

children

Setting

Outside

What is the main problem?

The 10 children
couldn't get the 3 kids
to be 9 lights

How is the problem solved?

9 didn't blink

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Story Map

Story Title

Giants

10

Characters

Giants

Setting

they say a Giants
- in the sky

What is the main problem?

he Was Big.



How is the problem solved?

He Lave and With-

Story Map

Story Title Giants Kevin

74

Characters

giants
childrens

Setting

outside

What is the main problem?

The giants try to eat
the kids.



How is the problem solved?

They trick the
giants.

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Story Map

Story Title Giants

13

Characters

Giant

Setting

it is

What is the main problem?

he did not let
down be Giant.



How is the problem solved?

and do and he let go
be Giant.



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Story Map

x3

Story Title Giants

Characters

the Giant and
Children

Setting

outside

What is the main problem?

Wahh the kids are
like a Giant



How is the problem solved?

Wahh the Giant
is away.

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STORY MAP

Story Title Giants

x2

Characters

Giants X

Setting

outside

What is the main problem?

the children
What to get the
Giants out of the
city



How is the problem solved?

because
He was above to
ate ~~the~~ them

X



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Author(s): Cara Behar
Corporate Source (if appropriate): Kean University
Publication Date: May 2000

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